



The Employment of EFL English Teachers' Reflective Teaching: Types and Tools for Assessing Oneself

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ABSTRAK

Merefleksikan proses pengajaran dan pembelajaran telah dilakukan sebagai cara penting untuk menilai diri sendiri guna meningkatkan kompetensi dan profesionalisme guru. Selama pembelajaran campuran dalam konteks kelas EFL, hasil pengajaran reflektif harus informatif bagi guru untuk mengetahui kualitas pengajaran mereka serta memahami kebutuhan dan harapan siswa dalam pembelajaran mereka. Dengan demikian, berbagai strategi pengajaran reflektif telah digunakan untuk meningkatkan praktik reflektif guru. Studi deskriptif ini bertujuan untuk menganalisis jenis pengajaran reflektif dan strategi yang digunakan oleh para guru bahasa Inggris dalam merefleksikan pengajaran mereka. 17 guru bahasa Inggris yang berpengalaman terlibat sebagai peserta. Kuesioner dan wawancara tidak terstruktur dilakukan untuk mengumpulkan data dan hasilnya dianalisis secara deskriptif. Temuan menunjukkan bahwa para guru bahasa Inggris cenderung melakukan reflection-on-action lebih sering dibandingkan dengan in-action dan for-action. Mereka menerapkan berbagai strategi pengajaran reflektif seperti umpan balik siswa, lokakarya atau seminar, perekaman video, penulisan jurnal reflektif, kelompok belajar, dan pengamatan kelas. Di antara strategi-strategi tersebut, pengamatan kelas yang dilakukan oleh kepala/pengawas sekolah dianggap sebagai strategi yang paling tidak efektif. Portofolio, penelitian berbasis kelas, survei/kuesioner, dan observasi sejawat tidak pernah dilakukan karena alasan tertentu. Namun, diskusi penerapan strategi tersebut terbatas sesuai hasil temuan data dalam penelitian ini. Dengan demikian, beberapa saran dalam kaitannya dengan keterbatasan temuan data dalam studi ini juga disampaikan.

ABSTRACT

Reflecting on the teaching and learning process has been carried out as an important way of assessing oneself to improve teachers' competence and professionalism. During blended learning in EFL classroom context, the results of the reflective teaching should be informative for teachers to know their teaching quality as well as to understand the students' need and expectation in their learning. Thus, various reflective teaching strategies have been employed to enhance teachers' reflective practice. This descriptive study is aimed to analyze the reflective teaching types and the strategies employed by the EFL English teachers in reflecting on their teaching. 17 secondary experienced English teachers were involved as the participants. Questionnaire and unstructured interview guide were administered to gather the data and the results were analyzed descriptively. The findings show that the English teachers tended to do reflection-in-action and reflection-on-action. They implemented various reflective teaching strategies such as students' feedback, workshop or seminar, video recording, reflective journal writing, study-group, and class walk-through observation. Among those strategies, class walk-through observation done by the school supervisor was considered to be the least effective strategy. Portfolio, action-research, survey/questionnaire, and peer-observation were never conducted due to certain reasons. However, the discussion about the implementation of those reflective teaching strategies was limited in term of data collection in this study. Thus, several suggestions in relation to the limitation of the data findings are provided in this study.

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1. INTRODUCTION

Apart from teachers' complex roles and essential duties in planning, implementing, and evaluating the learning process, they are also demanded to consider their teaching activities as well as question their own practices to support and develop their professionalism as educators (Flavian, 2016; Mathew et al., 2017). There are many ways to improve teachers' professional competences in carrying out their roles and duties, one of them is through reflection (Meierdirk, 2016; Riyanti, 2020). It is, basically, a common thing for the teachers, specifically for pre-service teachers, where they need to think about their teaching by looking at the practices and experiences. It is a skill to reflect on the activities that can affect the following learning process by seeing their practices, asking for advices from colleagues, reading an educational research journal, thinking critically, and doing self-assessment to understand their own strengths and weaknesses. In a classroom context, reflection is considered as an investigation from the previous learning process by the teachers; thus, they can place themselves for the needs of students as well as the basic keys to boost professional teaching (Malatji & Wadesango, 2014; Shalabi et al., 2018). A number of studies have appeared to define reflective teaching practice related to teacher education and professionalism development. Reflective teaching is viewed as an action to reflect on what happened in the class, focusing on students' needs and examining one's own teaching to link the needs with their attitudes. This requires an active and deliberative cognitive process where the teachers think critically how school routines are examined to find the most effective and efficient ways for better teaching practices (Ahmad et al., 2013; Mesa, 2018). This explanation leads to the understanding that reflection is not a simple process. It involves daily process where the teachers have to firstly think, analyze and question themselves about why certain actions appear during the teaching practices, do daily record of the actions, take peer sharing about the students' learning with colleagues, involve parents to discuss about students' learning progress, read more literatures that support the learning process, and show good desire to put their reflections into further improvement actions (Impedovo & Malik, 2016; Mesa, 2018).

In the context of language teaching, reflective practice is considered to be beneficial. It raises self-awareness of own teaching practices to reveal weaknesses and strengths as well as to broaden knowledge of teaching styles, methods, and technique (Hung & Thuy, 2021). Being commitment in reflection practices, teachers are benefited to gain more meaningful experiences to renovate their classroom instructions. The experiences will help teachers be well-prepared and reform their teaching strategies which lead to conduct better teaching practices and it helps the teachers become more confident to see the positive impact of changes on their performances and students' learning achievement in the classroom (Jones & Ryan, 2014; Núñez Pardo & Téllez Téllez, 2015). In addition, the results of reflection during the teaching practices increase teachers' professional development in making use of the pedagogical knowledge in to their practices appropriately. Furthermore, reflective teaching is differed into types that point out the effective timing of its implementation. Reflection-in-action and reflection-on-action are both defined by previous study (Schon, 1987). Reflection-in-action is inferred as the one which is done by teachers during the teaching process for getting a constant interpretation, examination, and reflective conversation with themselves upon the problems occurred as the basic guidance to form new actions later on. In contrast, reflection-on-action is conducted to monitor the actions following the actual teaching in order to analyze the previous lessons, including making valid judgment to see whether the lesson runs successfully or not. Previous study expands the theory by considering the possible situations they may deal with in the future teaching section (Manen, 1991). It is defined as reflection-for-action. He further explains that the teachers may use the results of their in-action or on-action to think of the alternative solutions to reach better results in the future. And these three types of reflective teaching is used as the grand theory to discuss the data findings of this study.

In conducting reflective teaching, there are a numbers of strategies or activities that teachers can apply (Ciroki & Widodo, 2019; Asib Tosriadi et al., 2018; Zulfikar & Mujiburrahman, 2018). Reflective journal writing is a self-discovery process by writing on a journal about what happened in the lessons. Commonly, teachers have a number of questions that they have to answer on the writing. Portfolio is kind of reflective document compilation such as lesson plans, materials, students' works, teaching achievements, and etc., which reflect their teaching progress. Student feedback involves students' opinions or perceptions of what goes on in the class (Njiku, 2018; Nuraeni & Heryatun, 2021). The feedback can be gathered by using simple questionnaire or interview. Action research is another strategy in which the teachers do a kind of classroom research and reflect on teaching to obtain better knowledge. Video-recording can be also a valuable way for teachers' reflection. It enables the teachers to check different aspects in detail and feel the need to improve the practice (Cholifah et al., 2020; Ishchenko & Verkhovtsova, 2019). Peer observation is another common activity that involves other parties such as colleagues or school supervisors to observe and study the teaching, refine and encourage the practice. Study group which consists of several teachers is a way to the reflective practice by sharing and dialoging

to discuss a common interest of teaching performance (Kavoshian et al., 2016; Mandouit, 2018). The last strategy of conducting reflective teaching is by attending seminar or workshop to get related knowledge that they can later apply in their teaching practice. During the blended teaching and learning process, especially in EFL context, reflective teaching becomes an essential teaching cycle to be integrated into the teaching practices as the teaching activities tend to be more complex and goal-oriented. That is why only reflective teachers are able to do such things to give more meaningful results (Farrell & Kennedy, 2019); It informs them the outcomes of the learning process (Mathew et al., 2017); It enhances critical thinking for lesson improvement (Kano et al., 2017); It improves their teaching quality (Sellars, 2012); It changes perception of reflective practices (Slade et al., 2019).

As reflective teaching practice is considered to be an essential teaching part, it becomes a hot issue to discuss. The research development on the field of reflective teaching has varied from investigating the impact of reflective practice on online teaching performance (LaPrade et al., 2014; Zahid & Khanam, 2019). Previous studies finding out the effectiveness of reflective practice during the teaching practicum (Zahid & Khanam, 2019), exploring how reflective teaching was perceived and practiced (Hung & Thuy, 2021; Phan et al., 2022; Salih & Omar, 2022), exploring the reflective teaching strategies employed by pre-service teachers (Nuraeni & Heryatun, 2021), analyzing how reflection combined with questioning improve learners' learning (Liu, 2019), to the identifying how the reflection was done and the obstacles encountered (Maulid, 2017; Tajik & Ranjbar, 2018). Even though some of the above studies have discussed about how the reflection was done by the teachers, specifically in the classroom directly, less studies are still found to talk about the reflective teaching strategies employed in endemic period when the blended learning is being applied, especially in secondary schools. As the shifting of the learning system from offline to online and from online to blended form, certain adjustments have been conducted to ensure that the learning process runs effectively as expected. Therefore, this present study is aimed to analyze teachers' reflective, teaching styles and explore certain strategies employed to do reflective practice.

2. METHOD

This was a descriptive-quantitative study that applied quantitative description approach to better investigate when the English teachers reflected on their teaching as well as the strategies they implemented to promote their teaching professional development. It was applied as it describes and explains an issue or phenomenon by gathering data numerically and analyzing the data by using aid mathematical methods or using a particular statistic. This study was conducted in several secondary schools by considering the geographic area of the study. In addition, an early observation revealed that the English teachers did reflection to promote their professional development. According to the context, this research explored EFL teachers' reflective teaching types and the strategies of doing so. There were several criteria for selecting the participants: (1) convenience, (2) access, (3) willingness of participation. Eventually, a total of 17 English teachers voluntarily agreed to take part in responding the questionnaire. To obtain deep insights into the target issue, the interviews with all participants were conducted. Table 1 presents the participants' demographic background.

Table 1. The Participants' Demographic Information

Background information		Frequency	Percentage (%)
Gender	Male	6	35.3
	Female	11	64.7
Teaching experience	Less than two years	0	0
	From 2 to 5 years	6	35.3
	More than 5 years	11	64.7
Academic qualifications	Bachelor	13	76.5
	Master	4	23.5

This study employed a questionnaire and interview to collect the data. The questionnaire was carried out to obtain quantitative data to answer the research question about practices of the reflective teaching, specifically to describe when the participants did the reflection. Considering the endemic situation where all schools were still utilizing some technological platform for the teaching and learning process, the questionnaire was an effective and quick way to obtain the data in a short time. In addition, a semi-structured interview was also employed to answer the question about the reflective strategies done

by the participants, as well as to triangulate the data. The questionnaire was to investigate the frequency of the participants' reflective teaching practice in terms of reflective types and strategies. It was constructed through Google Form which displayed three sections encompassing several statements adapted from those used in the relevant literature. The first section which was about three demographic items was aimed to get the information about their gender, teaching experience, and academic qualifications. The second section was to investigate the types of the reflective teaching practice. The data would reveal when the participants implemented their reflection. The section of the reflective teaching practice consisted of 9 statements which was constructed based on the suggested reflective teaching types. The third section of the questionnaire was intended to investigate the participants' reflective teaching strategies used to reflect on their teaching practices. It contained 10 items about how the reflection was conducted. The data were collected from the early August to the middle of September 2022.

In order to be able to investigate the problems, the questionnaire was constructed and developed according to the relevant literature used in this study. The instrument was then revised based on the comments and suggestions after being qualitatively validated by two judges who have been experienced in the field. Eventually, the results indicated that the questionnaire was valid for the official administration. The instrument was transferred on to Google Form and then delivered to 17 participants via WhatsApp. The data were analyzed quantitatively by using a descriptive statistic test. The results of the questionnaire would point out the practice that had been implemented by the participants. Following the results, the interview was held. The participants were contacted via WhatsApp messages and calls to appoint when and where they would meet. Some of participants agreed to have an online interview through online meeting and the rest suggested to have a face-to-face meeting at schools. All answers were recorded so that no information would be left behind. Furthermore, the data were transcribed and reduced based on the focus of the study. Whenever unclear understanding occurred, further clarification was done by asking additional questions which were in Indonesian and then translated into English to relieve fear and increase the likelihood of collecting more in-depth data. The data were analyzed qualitatively to describe the implementation of the strategies.

3. RESULT AND DISCUSSION

Result

Reflective Teaching Types

The questionnaire was administered to collect the information from the participants in terms of their reflective teaching practice types. The data show when the reflection was conducted. [Table 2](#) displays the responses.

Table 2. English Teachers' Reflective Teaching Practice Types

Reflection types	Reflective conditions	Al	U	S	R	An
In-action	I can quickly react to teaching problems happening in my class	3	10	4	0	0
	I notice students' attitudes during the teaching-learning process	8	7	1	1	0
	I adjust my instruction or activities based on students' attitudes in my class	2	4	11	0	0
On-action	I try to understand my purposes, intentions, and feeling in any teaching-learning activities	10	5	2	0	0
	Before conducting the class, I plan the lesson and anticipate what may happen and try to find a solution for that	10	7	0	0	0
	After the class, i look back on what happened	5	6	4	2	0
	After the class, I try to find out the reasons for teaching problems in the previous lesson	2	4	11	0	0
For-action	I analyze my teaching-learning activities based on the objectives of my lessons to make some changes in the future	0	3	2	12	0
	I can figure out teaching problems happening in my class	4	3	8	2	0
	I can figure out the possible problems arising in class	3	6	6	2	0

Note: Al (Always), U (Usually), S (Sometimes), R (Rarely), An (Almost never)

Base on [Table 2](#), the results of the questionnaire show that all three reflective teaching practice types (in-, on-, and for-) were more or less employed by the participants. Most statements gained the responses of “Always” and “Usually” more than the others, indicating that these reflective practice types were performed regularly. Reflection-in-action form of the reflective teaching was performed during the lesson. Only 3 out of 17 participants showed the highest frequency of the practice in reacting to the teaching problems in class, 8 people could notice students’ attitudes, and 2 people could adjusted the classroom instruction based on students attitudes. In line with this findings, Participant 1 said, “As it is limited learning context, it takes time to realize that there is problem during the lesson. So, observing students’ attitudes is my priority to know how they perceive their learning. Once I figure out the matters, for example they seem confused to do the assignment, I often do a little adjustment on my teaching instruction; for example repeating and simplifying the task procedures.” This response showed the real situations happened that the reflection practice was conducted integrally during the teaching-learning process. The participants could attend to the students’ attitudes, so they could adjust their ongoing instruction in to the lesson based on the observed attitudes by giving a quick reaction to solve the problem. This practice enabled the participants to evaluate the teaching-learning situation directly and make relevant decision immediately. However, some other participants seemed to mislead themselves in understanding their in-action role. What they thought of being reflective in their teaching was actually not, especially when they dealt with the students’ misbehavior. 11 out of 17 participants admitted that they just only admonished the misbehaved students to pay their attention back on the lesson.

Reflection-on-action was likely to be performed more than the other types. The average responses toward the statements indicated that 7 participants always did reflection before and the other 6 participants argued that they usually did it before. It seemed to be the best practice for the reflection which helped the participants made better improvement. The results of the interview also supported this analysis that Participant 7 said, “I always use my previous meetings as my reference to plan for new lessons. I usually do it in the early semester before the class starts, to adjust my teaching plan. If the similar problems occurred, I thought I should find the best solution so I could quickly react then.” It indicated that the participants planned their lesson carefully before the class, thinking about what may happen and trying to find out the alternative solutions. To do so, they have realized that they had to understand their teaching purposes and intentions first to put their feeling in any activities they planned to do. Then, the class was ready to be conducted according to the plan. However, it was a bit difficult to check the truth. Observation and document analysis were suggested to triangulate that this reflection was conducted for real. In addition, the results of the questionnaire also revealed that the reflection was done after the teaching practice. The participants argued that it benefited them to see how effective the activities were for the students. It was strengthened by Participant 16 who said, “I do it after the class, usually by having my students’ written feedback. I note it in my journal so that i can have a look back when i renew my lesson plan. However, the reflection-after lesson seemed to be less performed compared to reflection-before lesson. Only 4 participants said “Always” and 5 said “Usually” to reflect on their teaching after the teaching section. According to the interviews, Participant 8 who rarely reflected on his teaching said, “I normally do it early before the semester begins so I can make little adjustment to my new lessons. I rarely do it after class, i just think that it is already done and nothing I can change.”

Additionally, the practice of reflection-for-action also seemed to be the least performed. Participant 13 who rarely reflected on his teaching to figure out the problem roots happening in class said, “... I just reflect on my teaching to help me being consistent in keeping the consistency of my lessons’ objectives with the required competencies.... I am not aware that the roots causing the problems is an important factor, I just think that solving the problems is already enough...”. Such response revealed that the reflection practice was only on the matters of thinking about the effectiveness of the lessons and reacting to the problems and they made little efforts to conceive the reasons for the problems arising and to search for the solutions. Based on these data findings, it could be concluded that reflection-on-action is the most frequent type of reflective teaching practice employed by teachers. They need to build good knowledge of how reflection is done and understand their role in considering their reflection results into reflective action. This is to ensure that they could take more efforts to apply reflection-in-action and reflection-for-action.

Reflective Teaching Strategies

Apart of revealing the types of the reflection teaching, the results of the questionnaire also indicate the frequency of certain strategies used by the participants to promote their own practice. [Table 3](#) summarizes the reflective teaching strategies.

Table 3. English Teachers' Reflective Teaching Strategies

No	Reflective Strategies	Al	U	S	R	An
1	I record my teaching experience using a reflective journal	0	2	8	3	4
2	I do a video/audio recording of my teaching practice and reflect upon them	0	7	3	7	0
3	I do a teaching portfolio to reflect on my teaching	0	0	0	0	17
4	I do a simple action-research challenge to research repeated teaching issues to reflect my teaching practice	0	0	0	0	17
5	I do a simple survey/questionnaire to know more about my teaching quality	0	0	0	0	17
6	I and my colleagues work together as peers to have an observation and reflect on each other	0	0	0	0	17
7	I join a colleague sharing session (study group) with other teachers where we discuss on our lesson plans and reflect on our teaching	0	3	2	1	11
8	The supervisor in my school visit classrooms to observe and give feedback using an evaluation form. I reflect on my teaching based on their feedback.	0	0	9	3	5
9	I attend relevant teaching workshop and reflect on my teaching practice accordingly	3	1	2	11	0
10	I collect students' feedback and reflect upon them	9	4	4	0	0

Note: Al (Always), U (Usually), S (Sometimes), R (Rarely), An (Almost never)

Firstly, reflecting on the teaching practice based on the students' feedback was the most frequently done by the participants in implementing their reflection-in-action. They asked the students to give comments or any suggestions about the online teaching-learning activities that have been conducted. They also did not require each students to do so, but everyone was expected. Thus, only few students responded. The feedback was collected every time an online class was conducted. At the end of the lesson, the students would send the feedback in form of videos or messages via WhatsApp. This method was carried out as it was a quick way of knowing the students' learning needs as well as used as the second opinion from the lesson object. Related to this, Participant 4 said, "... It is the best way.... My students' feedback inform me (to know) more about their needs, so i could make an adjustment.... I also need the second opinions from them who are directly involved as the learners. As it is still in online context, I thought they can be my assessors." Besides, involving the students as the commentators of the teaching was expected to be an informative data source of knowing the effectiveness of the instruction. However, not all feedback provided the expected comments. This was explained by two participants who always asked the students to give comments on how they felt towards the learning effectiveness. Participant 11 said, "I put a high expectation from the feedback that it could be a resource to know how effective the learning is for them. However, several feedback are too limited in terms of how happy they are having the online class and meeting the other students virtually." It was also strengthened by Participant 4 who said, "... However, my students' feedback are all about what they want to in the learning. Yet, it is still needed, isn't it? So I know what they think of their lesson. I just need to select the most relevant ones to be reflected on and keep the rest in my drawer. It is not that I do not believe them, but the fact is they do not help me much."

Judging from the contents of the feedback, the students were not getting used to do it. It indicates that their focus was only stopped in terms of delivering their feelings toward the online class. However, the participants still used the feedback to reflect on their teaching practice. They compared the feedback with their own journal. They took the constructive feedback to understand what the students expected to get, so they could make appropriate decision for the new lessons. The second most frequent way of promoting self professional development applied by the participants was attending workshop that is relevant to education area. All the participants said that they ever attended web-based seminar. The workshops were conducted locally once a month virtually by internal institutions or government. In some occasions, the participants got invitation to join national web-based seminars held by the ministry. However, the topics were not specific to reflective teaching, but in the field of online learning in general context including the utilization of the technology in learning. In this situation, Participant 3 argued, "It is

the best opportunity for me as it supports me to do reflection. I got meaningful information of creating and managing the effective online class, so it improves my knowledge. It inspires me how to conduct a better instruction." Similar response was also shown by Participant 6 who argued that attending the workshop benefitted her to support her students' comprehension such as developing a learning video to help the students learn. The participants also argued that they have attended a webinar about the implementation of Project-based Learning and Problem-based Learning. The focus was about how to implement them in online learning context. In accordance with the line, Participant 9 explained, "I was glad to attend such workshop because I got new insight of how to conduct more innovative learning in my class, especially how to adjust the implementation of certain strategies in online learning context. Before, I had some troubles of instructing my students because I felt the strategies were mostly not effective, so the learning came back to the traditional forms. But now, it helps more." Moreover, Participant 16 believed that attending workshop helped his classroom instruction better as he could make relevant comparison to what he has done in class. He also further explained that certain strategies needed to be adjusted properly.

Analyzing these responses, attending workshop is a strategy that supports the reflection-on-action. It implies that the participants have actually learned something from the experts and tried to employ it in their teaching practice. The participants improved their understanding of how to reflect on their teaching-learning practice although some obstacles were still found. They realized that learning innovation was needed in their instruction and it was a starting point of their reflection action. However, the results of the interviews revealed that they only make use of the knowledge to see the effectiveness of the implementation of the instruction they have done and react to problems occurred. It was also not done gradually since they did not get any continual supervision that required them to show the improvement. They just only revised the lesson plan once without analyzing the factors underlying the problems.

Thirdly, as findings from the questionnaire indicated that 13 participants have used reflective journal as their consideration of doing reflection practice, in which 2 people usually did it, 8 out of them did it sometimes, and other 3 people did it rarely. They argued that this reflective journal was applied as the actualization of the knowledge they got in a seminar that was coincidentally conducted by an institution. They perceived that the journal as a written image that helped them looked back to what happened during their teaching. To describe more about how reflective journal was implemented, Participant 11 shared, "I sometimes do it, only when I conduct a virtual meeting, but it is not always. When I have spare time, I write the journal. I write about what happened in my class, what I felt, what I have done good, what I did wrong, and what I should do next; Ya like what improvement I should do if I feel any. Ya it is what I do when I feel something unsuitable occurred in my class, for example many students do not submit their task." Another response showed more detail way of the procedures. Participant 14 told that she followed the template of the reflective journal by the expert which enabled her to know how to react. However, not all participants applied reflective journal writing due to certain reasons. Participant 13 said, "I rarely do a detail writing on my journal because I do not have enough time to do so. I write the journal, sometimes once a week or once a month writing about what material I have taught already, including the material coverage. And I compare my journal with the syllabus to check whether it is already consistent or not." These responses showed that the participants did their reflective journal after their teaching sections (reflection-on-action). They transferred what have been done during the learning into their written agenda. Some of them had questions they needed to reflect related to certain things, such as what happened, what the teacher felt, what the teacher thought, how the students reacted, what the strengths and weaknesses were from the teaching, and what to do if the similar situations occur in the next meeting. It indicates that they have done a constructive reflection although some of them were still stuck in terms of keeping the consistency of the material coverages with the competencies. They argued that the results of these journal writing were used as the basis of better planning improvement for the next meetings. Considering these responses, the reflective journal was used for two purposes: (1) describing the learning routine and conscious actions in the class and (2) reporting the lesson. These two purposes seemed to be intended to have more understanding of the effectiveness of teaching and instruction as well as a consideration to make changes.

In addition to the lesson adjustment as the continuance of the reflective journal, the participants argued that they used their previous experiences into their current situation. They recalled their knowledge they gained from the theory learned in campus or workshop/seminar to help them face the teaching situations. It could be a way of triggering the participants' reflective action. For example, in Participant 1's case, he explained: "When I came to a problem in class such as students' boredom and less active in the lesson, I remembered what I have learned in my college time. The courses introduced some interesting games and few innovative applications that can be used to give more exciting class activities for students. At that time, I created Hangman game to learn Animals and used Wheel Spinner to lotrey the students. You know, it is so funny. Everyone is excited. Sometimes, I invited my students to do a simple

warming up activity." Through the interviews, it could be implied that reflective journal was useful for his reflection-on-action. However, the focus of teachers' reflective journal features was turned to be general. They only described what happened in class and what they felt toward their own class section. Studying the teachers' writing, no reflection was done in term of their pedagogical knowledge such as learning objectives, teaching strategy, teaching media, assessment, and others. As it was not as focus as expected, the improvement seemed to be less detail.

Apart from students' feedback, workshop, and reflective journal, three other reflective tools were confirmed to be rarely applied by the participants, namely video recording, study-group, and class walk-through observation by the school supervisors. Although they were seldom conducted, video recording and study-group were still found to be useful for their on-action in some cases. Among these three reflective strategies, class walk-through observation done by the school supervisor was considered to be the least effective when it was done once in a semester and by someone unfamiliar. The participants argued that they did not get any written record of their teaching, nor with the evaluation form and the feedback. The supervisor only said something general and considered everything was already good. In addition, there were four other strategies that were never conducted such as portfolio, action-research, survey/questionnaire, and peer-observation with colleagues. The reasons claimed by the participants were due to less knowledge and understanding, time consuming, and have no guidance. Moreover, the reflective teaching strategies applied by the participants were only useful to poster their reflection-in-action and reflection-on-action. None of the responses from the interviews reflected on their reflection-for-action. It implies that the participants are still lack of reflective teaching knowledge and some efforts need to be taken for better future reflective teaching practice.

Discussion

The result of this study reveals the implementation of the three types of reflective teaching practice in which reflection-on-action is the most type conducted and the other two types tend to be less or more implemented. Though, the teachers have realized that reflective teaching is an essential skill to evaluate oneself. Through reflective practice, the teachers could motivate their thinking to be more critical (Habib, 2017; Riyanti, 2020). The practice of reflective thinking affects the teachers' critical thinking how to see the problem as the substance of reflection for the future learning. Possessing a critical thinking of action, reflective practice can give great chance to the development of knowledge, skills, and dispositions within the teachers (Playsted, 2019; Slade et al., 2019). Further, reflective thinking practice gives the teacher a vision to see how their beliefs on pedagogical decisions they decide influences the teaching process. In a specific context, reflective teaching provides a big chance to promote teachers' lifelong learning, give more opportunities to do self-assessment, increase self-belief, and strengthen teaching awareness (Choy & Oo, 2012; Moayeri & Rahimiy, 2019). This will be useful for the development of teacher competence and professionalism in creating qualified learning process.

In conducting the reflective teaching types, the data findings point out a various reflective strategies employed by the teachers during the blended learning. It was empirically understood that students' feedback represents their reflection-in-action, while attending workshop or relevant seminar and reflective journal are employed to represent their reflection-on-action. Firstly, reflecting on the teaching practise based on students' feedback as one of reflective teaching strategies enhances teachers to improve their lifelong learning skills. It puts teachers in a situation when they need to prepare or provide themselves with certain core paradigm and wider understanding of what happens in class to foster their professional development in teaching and to develop their teaching quality (Adadan & Oner, 2018; Dayal & Alpana, 2020). This is an essential skill since it enables teachers to connect their assessment of the students and the actions that follow the assessment. It could provide useful information from the students' perspectives for comparing performance to expectations (Hattie & Timperley, 2007; Ishchenko & Verkhovtsova, 2019). Intensifying this lifelong skills, teachers could be able to use it in a proper way into action to actively plan for future purposes which also effects on students' need (Balta, 2018; Yildirim, 2017). Secondly, the findings reveal that attending workshop or seminar seems to be the easiest way of reflecting on the teaching practice. The most important thing that can be inferred from the results is that the participants were willing to apply their knowledge to put their reaction on what they have done in their practice so that they could make better improvement in their lesson plans. This is in line with several studies that discuss how attending workshop could influence teachers' reflective practice. The possible reason lying to this finding is that its easy-accessibility of continual professional training or workshop or short course in giving suggestions or advices so that the teachers can directly revise the lesson plan accordingly. In short, this strategy entitles the teachers to learn from the experts. This is in line with the result that state the teachers could employ the shared knowledge and experience from experts into their teaching practice (Hung & Thuy, 2021). This could be the best opportunity to survey their perspectives on

their teaching performance and reflect on their own practice. The teachers who have been involved in a relevant workshop or seminar tend to be able to develop self-efficacy and self-confidence in problem-solving as well as to increase awareness of the need for teachers to improve (Gutierrez et al., 2019; Maleki, 2017). Thirdly, writing on the reflective journal tend to be another choice of reflecting on the teaching practice. The findings reveal that the journal writing is mostly done outside the teaching period. It means that the teachers spend their time to reflect on what they have done. They have a kind of reflective journal guidance consisting of five general questions for reflection that the teachers need to answer. Considering how the teachers employ this journal writing, it clarifies that they have been taking the benefits for their reflection. This is in line with several other studies that talk about its benefits. The journal gives valuable information that help teachers stimulate their reflective thinking to examine teaching in a way that cannot be done by other means (Richards & Lockhart, 1996; Töman, 2017). Guided by the journal, the teachers are served a useful record of the teaching to possess a big chance to monitor the teaching and critically analyze the students' skills and difficulty they encountered in English learning (Azizah et al., 2018; Boud, 2001). When such reflection is done as a part of teaching routine, the result could be so informative for teachers to evaluate over their teaching. This is, somehow, to recognize that the result influences teachers' self-learning that fosters to a new experience that, in turn, provokes new learning. However, the findings also revealed that the focus of teachers' reflection in their journal was more on what happened in class, students' response, and what the teachers felt during the activities.

The other three reflective strategies which were the least performed - video recording, study-group, class walk-through observation - were also found to be useful. Observing the teaching through video recording is actually claimed to be a good way of evaluating self as it involves them in a more critical reflective teaching approach (Kavoshian et al., 2016). It is also explained that video could be a tool to ascertain the teaching for the enhancement action. The result of collaborative discussion in a study-group among colleges is actually beneficial to deepen their insight in teaching through sharing, providing feedback, and making constructive comments (Kelly, 2015; Zulfikar & Mujiburrahman, 2018). This collaborative work is believed to be essential source for self-evaluation which later encourages the teachers to make use of the evaluation to improve self-quality. The process of this evaluation shows teachers' awareness of their responsibility as reflective teachers. Class walk-through observation by the school supervisor can be actually a way of doing reflection if it is done in a better way and the peer-observer understands how should comment. In relation to this, many studies have actually discussed the responses and perspectives of having peer-observation (Ciroki & Widodo, 2019; Njiku, 2018; Asih Tosriadi et al., 2018). However, something different which was not in line was found in how the participants did not consider the effectiveness of class walk-through observation. The possible main problem was less capability owned by the peer-observer in providing the feedback, so the participants felt difficult to reflect on their teaching accordingly. It might be caused by less knowledge and understanding of peer-observation reflective teaching as well as the role of being peer-observer.

The result of this study is limited to describe the implementation of teachers' reflective teaching strategies based on the results of questionnaire and interview. A more detail investigation is suggested to do by taking document study on teachers' lesson plans to see whether the results of reflection is taken into further planning action. As workshop or seminar or training were accidentally attended, it is suggested for the relevant event administrator or the experts to share the knowledge of reflective teaching features that need to be reflected so that the reflection could be more focused. They are also suggested to monitor the implementation of reflective teaching in schools. As the results of this study reveal the implementation of the reflective teaching strategies was not really optimal, some studies suggest the teachers to use two strategies at once, for instance video recording and journal writing, for a better result.

4. CONCLUSION

This study implies that reflective teaching has been actually knowledgable for the teachers. It is proven by how they employed their reflective strategies. When the principles and the roles of reflective teaching in teachers' reflective practice could be understood well, the result of its implementation is believed to be beneficial in improving teachers' teaching performance and quality. This study also implies that different strategies have been implemented to reflect their in-action performance such as students' feedback and on-action such as attending workshop, reflective journal writing, video recording, and study-group. However, the implementation of those strategies is still found to be less optimal due to certain obstacles encountered. In addition, portfolio, action research, questionnaire, and peer-observation were never conducted due to certain reasons.

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